

Comparison of No Child Left Behind (NCLB) and Kentucky's Accountability Model

| NCLB Requirements | Unbridled Learning: College- and Career-Ready for All Accountability System (ESEA Waiver) | What Does It Mean for Schools? |
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| Only reading and mathematics test scores counted. | Kentucky uses scores from reading, mathematics, science, social studies and writing test scores. | Schools must pay attention to achievement in more subject matters. |
| No emphasis on arts and humanities or health/careers | Kentucky will use information from school Program Reviews of arts and humanities and practical living/career studies. | Schools must build programs that address the arts, health and careers. |
| No emphasis on college or careers | Kentucky now includes a College and Career Readiness Indicator in the accountability system. | The goal of all schools is to prepare a student for college or a career. |
| Consequences implemented for Title I schools only. | All Title I schools and non-Title 1 schools held accountable and receive consequences if low-performing. | In Kentucky's new model, <u>all</u> schools are held accountable and receive consequences if low-performing. |
| Data publically reported for all students and for sub-groups of students. | Data reported each year for all students and for every sub-group of students. | Kentucky will continue to report all sub-group performance and will hold schools accountable for increasing achievement of all students. |
| Accountability for all schools based strictly on Adequate Yearly Progress (AYP). If schools fail to meet AYP, they face consequences, including being forced to direct funds to certain activities and potentially losing funding. | All schools are held accountable for improvement. The lowest-performing five percent of schools is selected for intense, targeted interventions. | Kentucky will have an escalating set of consequences for all schools and districts. |
| Accountability for all districts -- all districts are required to have school improvement plans and face the possibility of state interventions if their schools are | All districts are held accountable for improvement. Lowest-performing districts are selected for intense, targeted interventions. | Kentucky will target all districts within the Needs Improvement category and monitor improvement. |

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| not making AYP. | | |
| AYP and Annual Measurable Objectives (AMOs) need to be created and used. Schools that fail to make AYP for two consecutive years are identified as schools in need of improvement (SINI). NCLB prescribes a series of school improvement interventions that gradually increase in intensity with each year a school is identified as SINI (with a five-year tiered structure). Schools that do meet AYP are not given a designation. | Kentucky will place schools and districts into either Distinguished, Proficient or Needs Improvement categories. | All schools will be required to continually grow for all levels. Even Proficient schools must continue to grow. Low-performing schools must improve to move out of the Needs Improvement area, and high-performing schools must grow for recognition. |
| All students and sub-groups must meet targets of achievement. | Kentucky reports all sub-group data and holds schools accountable for individual sub-groups' achievement. Missing a goal will affect the school's or district's rating. | All students must show improvement in Kentucky's system. Schools in which groups of students don't improve will face state consequences. |
| NCLB allows exceptions for sub-groups that include a limited number of students, so that accurate statistical determinations cannot be made for those groups. NCLB also allows for safe harbors/confidence models in | Kentucky makes limited exceptions for certain sub-groups due to a limited number of students in such groups; however, the limits will be restricted from the past use. | Under Kentucky's new gap group model, no school can ignore the achievement of the gap group students due to low numbers of students. |

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| instances where a school has not made AYP but demonstrates 10 percent improvement for all students and sub-groups. | | |
| Growth model not required. | Kentucky uses an individual student growth model as a measure for accountability. | The use of individual student growth means all students -- from the most struggling to the highest performing -- can earn points for growth. |
| Accommodations allowed for special populations. | Kentucky does have a set of accommodations for special populations. | For the new model, Kentucky is revising accommodations. |
| One percent of a school's most severely cognitively disabled can be determined proficient on the basis of alternate assessments. | One percent of a school's most severely cognitively disabled take alternate assessments that are counted as part of the Kentucky accountability model. | The one percent of students taking alternate assessments will be calculated into all the new measures and will count in accountability. |
| Requires an overall 95 percent participation rate in the assessments. | Kentucky requires at least 95 percent participation rate in the assessments. | All students are expected to participate in the assessments and be included in the accountability model. |
| Requires highly qualified teachers and leaders. | Kentucky requires highly qualified teachers and leaders. | Kentucky is developing an evaluation system to determine the effectiveness of teachers and leaders. Improvement of teachers and leaders will be required. |